



**NORTHCENTRAL UNIVERSITY  
ASSIGNMENT COVER SHEET**

Student: **Michael Higley-Vance**

**THIS FORM MUST BE COMPLETELY FILLED IN**

**Follow these procedures:** If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

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**Save a copy of your assignments:** You may need to re-submit an assignment at your instructor's request. Make sure you save your files in accessible location.

**Academic integrity:** All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

**EL7004-8**

**Dr. Alexandru Spatariu**

**The Online Learner**

**Activity #5: An Online Teaching Activity**

**Comments:** I am including the student user name a password I created for the *Blackboard Learn* LMS. Please feel free to use the user name and password to take a look at activity #5 entitled **Math Literacy**. Username: [m20tiggstudent](#) Password: [Student](#)  
[https://www.coursesites.com/webapps/login/?new\\_loc=/webapps/portal/frameset.jsp](https://www.coursesites.com/webapps/login/?new_loc=/webapps/portal/frameset.jsp)

**Faculty Use Only**

<Faculty comments here>

The description included below looks very good! I would rather not get into your account as it is personal school related material.

Alex Spatariu 7 content 3 writing 3/6/2014

<Faculty Name>

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An Online Teaching Activity & Reflection

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## An Online Teaching Activity & Reflection

### Introduction

Interactive online learning environments provide learners the space and freedom to thrive successfully where they feel valued, connected, and engaged in (Brindley, Walti, & Blaschke, 2009). Activities that encourage interactivity help foster positive learning environments (Moallem, 2007). Information and communication technology (ICT) resources such as discussion boards and social media applications: Voice Thread, Google, word maps, and other relevant educational related are Web 2.0 resources instructors and learners can use to enhance learner performance outcomes. Interactivities are designed to promote active learner engagement, while deepening the learners understanding of specific literacy strategies.

Web 2.0 resource tools promote, support, and emphasize the importance of meeting various learner need through interactivity learning (Brunvand & Byrd, 2011). Web 2.0 tools such as social media applications, mobile learning resources, and online gaming provide learners with a flexible means by which to accomplish a personal connection to the content and learning experience. In addition to enhancing the learning experience, when learners are encouraged to create and actively engage with the content and each other, learner satisfaction and learner efficacy improve (Brunvand & Byrd, 2011; Wang, Shannon, & Ross, 2013).

### Online Teaching Activity

**Literacy in math Task:** This literacy strategy for reading, reinforcing comprehension, teaches learners to make connections, visualize, determine importance, define vocabulary, and synthesize text while they are reading.

**Objectives:** The learner will practice comprehension strategies such as: making connections, visualizing, determining importance, and synthesizing information to create a VoiceThread showing how they completed a given math problem. Learners will interact with one another's VoiceThreads by asking questions and posting comments.

**Sub Objectives:** Define mathematical terms, relate the term to everyday life, and become more articulate talking math.

**Method:** Asynchronous/Synchronous

**Time required:** Two (2) days

**Materials:**

- Blackboard learning management system (LMS)
- Voki presentation via Youtube and Screen-O-Matic
- Discussion boards
- VoiceThread
- Google doc

**Preparation:** The *Blackboard Learn* page will include the following: (1) a Youtube introduction video created by the instructor using Voki, (2) an overview of the activity task and concept map creation, (3) instructions on how to create and complete the VoiceThread task, and (4) an instructor led discussion to accompany the learning activity. The VoiceThread instructions will be provided within the activity page. Discussion threads will be created within the activity for learners to reflect on their completed goals throughout the interactivity task.

**Process:** Learners will enter Blackboard and select the activity entitled #5 Math Literacy located on the left side pane of the online course window. Once on the activity page learners will find a video Voki presentation via YouTube and written instructions describing the overall interactivity, the objectives, and the expected learner performance outcomes. Learners will be required to complete each section of the activity within two days. During this task, learners will each be given a mathematical term or scenario in which they will have to create a VoiceThread and word map that will define and explain to other learners their mathematical situation. The first task will require learners to create a word map that encompasses the vocabulary terms found in the mathematical situation. Next the learner will create a VoiceThread and later be required to interact with other learner's VoiceThreads. Finally, additional credit will be given to learners who choose to participate in the discussion threads of this activity. During this task learners are not required to participate in discussion threads however, learners will be required to interact with another learner's VoiceThread. Learners will post their VoiceThread links on the provided Google doc allowing the instructor and learners access to view and interact with their math stories.

**Anticipated Activity Steps:**

Day 1

1. Enter the Blackboard learning system.
2. Select the “#5 Math Literacy” activity.
3. View the video presentation.
4. Read the written instructions.
5. Create a mathematical terms word map using the link provided.

6. Review instructions on how to create or log into VoiceThread.
7. Begin creating a VoiceThread.

#### Day 2

8. Finish completing the VoiceThread.
9. Post VoiceThread links on the Google doc provided in this activity.
10. Interact with another learner's VoiceThread by asking at least one question via voice comment and posting at least one comment via voice or text.

**Facilitator's Notes:** This portion of the activity is designed to take two days and includes 2 different tasks. This interactivity will work with online classes of any size. The tasks within this portion of the activity are worth 25 points towards the final overall grade.

#### Activity Reflection

During this activity learners will be expected to sign into the *Blackboard Learn* LMS daily and participate in the various tasks to maximize and support collaborative discourse and academic productive talk (Palloff & Pratt, 2005; Brindley, Walti, & Blaschke, 2009). Each activity created will begin with a lesson introduction, the learning task or tasks utilizing one or more literacy strategies, and a reflective discussion task. Tasks will include images, avatars, story slideshows, and audio components, which will help reinforce student objectives and performance goals (Ebner, Holzinger, & Maurer, 2007; Tunks, 2012). VoiceThread is used as the primary Web 2.0 resource tool to complete the literacy task learning objectives. The secondary Web 2.0 resource used to accompany this activity was the use of a visual thesaurus to build word maps of the math terms and vocabulary.

Currently online learning environments support and emphasize the importance of meeting needs of all learners by using Web 2.0 tools like VoiceThread (Brunvand & Byrd, 2011). VoiceThread and word maps are merely a few of the Web 2.0 tools that can be used to help learners collaborate and learn. Their flexibility as tools for learning allows learners to collaborate around a variety of content areas while increasing their depth of knowledge in the content (Ebner, Holzinger, & Maurer, 2007; Brunvand & Byrd, 2011). Learners can interact

with one another through VoiceThreads by posting text, recording voice comments, and even annotating within the individual VoiceThread itself. Utilizing VoiceThread and a visual thesaurus enhances learning and promotes learner satisfaction and learner efficacy (Brunvand & Byrd, 2011; Wang, Shannon, & Ross, 2013).

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